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## ABSTRACT

A comprehensive approach to a critical study of the mass media is presented in this journal insert, which also provides a format for planning an integrated unit. The main section of the insert focuses on seven questions and their answers concerning: (1) selection of the topic, (2) justifying a mass media curriculum, (3) entry experience, (4) expectations or intended outcomes, (5) resources, (6) learning activities, and (7) evaluation. A section on four learning behaviors--experiencing, investigation, self-expression, and communication--and a section containing 75 suggestions for media inquiries/activities are also included. (EL)

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# Resources

## THE MASS MEDIA AN INTEGRATED UNIT

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

This issue of **Resources** prepared by **Barry Dwyer** has three aims:

- **First**, to present a format for planning an integrated unit.<sup>1</sup> This format can be perceived simply by looking at the boxed sub-headings and comments in bold type which provide the framework for what follows. (This framework could be used when planning any major unit of work.)
- **Second**, to present in some detail a comprehensive approach to a critical study of the mass media. In this way the theory contained in the format is put into practice.
- **Third**, to invite teachers to use any part of this material in their classrooms — whether to plan a study of one medium (say TV) or of the mass media in general; whether the unit is to last a week, a month, a term or the whole year.

1 While its immediate purpose is to help the classroom teacher to design one integrated unit of work, this format will be found to have embedded within it the elements essential for the construction of a full school-based curriculum. In a word, it is a microcosm of such a curriculum; its strength lies in requiring the teacher to think out and apply his or her own theory of learning.

## Introduction

### ● But what is 'integration'?

Any *experiences* can frame the integrated learning unit, so long as they make sense to the children, or, better still, enthuse them. Integration? Wholeness is its essence, and every whole when examined proves to be made up of a complexity of parts. In a curriculum context, integration is an activity, experience or set of experiences that crosses subject boundaries. The integrated approach says, 'Provide experiences first, exercises second; indeed, the most worthwhile exercises will be ones shown to be needed by weaknesses appearing in the way the children handle the experiences.' — Adapted from *Balance in the Classroom*, by McCulla and Walshe, P.E.T.A., 1979.

Newspapers in the classroom, television-viewing for homework, young researchers with clip-boards at the ready asking their elders about favourite radio programs... There can be no doubt about it! Media study has at last found a place in the curriculum of Australian schools.

And what works for teachers? Well, so many things! The 'Learning Activities' section below (Step 6) Shows the boundless possibilities. The activities are a selection of bright media ideas supplied by P.E.T.A. members from all over Australia.

Note that every suggestion involves a host of interrelated language activities as pupils talk and listen, read and write, question, investigate, order, reason and share ideas — in short, engage in the behaviours that lie at the heart of true education.

## Step 1 ... Selection of the Topic

**Question:** What preceded this Unit?

The class needs to see a connection between this and their previous learning. Ideally, the topic has been chosen because of eager questions that have arisen spontaneously during recent lessons. The pupils will then have a sense of 'ownership' of the topic.

A class discussion might decide: 'Let's have a close look at all the main forms of the mass media. Let's think about them overnight, get some opinions from our parents, and then tomorrow we'll have a planning session.'

**N.B.** A useful test of a 'good topic': Does it release, in the early stages, enthusiastic investigation and self-expression by the child? Only this early momentum will carry the child through the later, more disciplined stages which require some polished productions (e.g. work for a display, or 'published' writing for readers in another class). Obviously too a 'good topic' will not drag on beyond the exhaustion of the pupils' interest.

## Step 2 ... Curriculum Justification

**Question:** Is this 'territory' worth exploring — not only in English but across the curriculum?

- (1) The mass media affect the lives of all of us.
- (2) Children have a great need to be helped to become critical and discriminating readers, viewers and listeners.
- (3) The media offer an excellent opportunity for **integrated** study — not only integrating the four modes of language but certainly English with Social Studies. Other subjects, including Science, Maths and Art/Craft, will also be found to have connections with it.
- (4) Most children find media study highly motivating, and its content relevant and meaningful.
- (5) Media study lends itself particularly well to the activities of experiencing, investigating, self-expression and communication.

## **Step 3 ... An Entry Experience — and Questions**

**Question:** What stimulating 'entry' experience have the pupils had (or can I now provide for them) that focuses their attention and leads to questions?  
**N.B.** As the history of science shows, problem-solving begins with the formulation of clear questions.

The entry experience may have been a spontaneous discussion that arose in class. Or the teacher may provide a special 'event' such as the showing of slides or a film, or talk from a local person who works in one of the media.

### **Questions arising from the experience:**

- (1) **A Central or Focus Question:** e.g. How important are the mass media in our lives — especially television, newspapers, radio, and advertising?
- (2) **Contributing Questions** (Some will come from whole-class brain-storming, others will be generated later by the ongoing work. The initial questions can be displayed on a chart with room for additions to be made.):
  - How much television do we watch?
  - What is 'good TV'?
  - Which newspapers are popular among our parents?
  - What should we expect of a good newspaper?
  - Does radio still meet important needs?
  - How is news handled by radio, newspapers, TV?
  - What are the different kinds of advertising?
  - How important is advertising to the mass media?

**N.B.** From here the teacher will draw the pupils into the planning of specific activities (Step 6), including 'negotiation' of tasks (or 'contracts') with individuals and groups, and the projection of some whole-class activities.

## **Step 4 ... Expectations or Intended Outcomes**

**Question:** What expectations of (1) knowledge (2) values (3) concepts (4) skills (5) productions can be specifically stated at the outset, apart from my expectation of a general improvement arising from enthusiastic activities? (N.B. Additions can be made as the unit proceeds.)

**(1) Knowledge to be gained:**

- As much individual learning about media as possible.
- That the everyday world is often distorted by the media.
- That media experts have many ways of influencing us.
- That each medium communicates in its own 'language'.

**(2) Values to be emphasised:**

- Need for an 'open mind' — at first.
- Let's think about quality — and pursue it.
- Let's learn to judge items reasonably.
- Let's become active, not passive, viewers, readers, etc.

**(3) Concepts to be developed:**

So many are possible — only some can be worked on!

- The media's power to influence is enormous.
- Reality v. fantasy.
- Fact v. opinion.
- Passive/receptive v. active/critical.

**(4) Skills to be acquired or improved:**

Only the teacher can decide on a few skills worth emphasising for the class or for individuals. That is, a brief selection must be made from the vast array of skills of talking, listening, reading, writing, researching, thinking (inc. observing, inferring, generalising, classifying, comparing), and non-language abilities such as using A-V equipment. (See Step 6 for the panel, 'Four Main Learning Behaviours': each of the many learning activities listed under these four headings is reducible to a multitude of 'skills'.)

**(5) Productions to be encouraged:**

- Write and illustrate some powerful advertisements.
- Publish an imaginative class newspaper.
- Script and make a film or a radio play.
- Every pupil to publish a 'book' on 'Mass Media'.

## Step 5 ... Resources

**Question:** How can I swiftly mobilise resources that will meet the needs likely to be felt by the children?

**N.B.** The richness of the resources will strongly influence the activities and outcomes of the unit. In mobilising resources for any integrated unit, the teacher can usefully consider what might be drawn from six potential sources: (1) Teacher, (2) Other Teachers, (3) Pupils/Parents, (4) Librarian, (5) Wider Community, (6) Institutions (which can be written to).

For this 'Mass Media' unit, the school librarian is sure to be able to help with books and other materials; persons in the wider community can be invited to speak on their media expertise; and institutions can be written to for materials.

The principal resources used in this unit, however, will be the media that are every day accessible to the pupils — real TV shows, radio programs, newspapers, and advertisements everywhere.

Here are some additional, specific resource items:

● **Books for the classroom:**

**Mass Media Education K-6 Curriculum Guidelines.** Br. Kelvin Canavan; Catholic Education Office, Sydney.

**Mass Media Activities 1, 2, 3, 4.** Br. Kelvin Canavan et al; Longmans.

**Television: Your World.** Tindall, Reid and Goodwin; Audio-Visual Centre, Sydney Teachers College.

**Media Education: Communication through Newspaper, Television, Radio.** O'Neill et al; Linehan and Shrimpton.

**Making It with Media: Primary Education.** Terry Hope; Primary Education Pty Ltd, Richmond, Victoria.

**Meeting the Media.** Dwyer and Thomson; Reed.

**Mastering the Media.** Dwyer, Milliss and Thomson; Reed.

**Understanding Modern Media.** Azeveda, Margolies and Reynolds; Tudor Distributors.

**● Books for the teacher:**

**Reflections of Reality**, Trevor Barr; Rigby.

**Children and Television**, Senate Standing C'ttee on Education and the Arts; Australian Government Publishing Service.

**● Journals:**

**Metro-Media and Education**, 234 Queensberry Street, Carlton, Victoria 3053; \$12 p.a. individuals, \$15 p.a. schools.

**Media Information Australia**, P.O. Box 305, North Ryde, N.S.W. 2113; \$12 p.a.

**● Materials:**

**Mass Media Education: Why and How?**, Slide-Tape Set, from Catholic Education Office, 1 Abercrombie Street, Broadway, N.S.W. 2007.

**Media Conventions**, (a) Primary Media Studies Teachers' Resource Book, approx. \$10; (b) Secondary ... Book, approx. \$10. Both available from Media Studies Advisory Service, Education Department, 823 Wellington Street, West Perth, W.A. 6005.

**Mass Media Education: Guidelines for Implementing Mass Media Programs in Schools**, Hunter Region of N.S.W. Education Department; c/- Mr Ray Warry, Public School, Minmi Road, Edgeworth, N.S.W. 2285.

**Draft Curriculum in Film and Television Studies K-12**, c/- Mr Liam Hanna, Film and Television Centre, 221 Sturt Street, Adelaide, S.A. 5000.

**Supergoop** (film), N.S.W. Film Council and Focal Communications; c/- Focal Communications, 50 Clarence Street, Sydney, 2000. (They have other films related to media education.)



## Four Main Learning Behaviours

Each child's activities within the unit can be usefully viewed by the teacher as consisting of four interacting competencies or behaviours:<sup>2</sup> (1) **experiencing**, the 'entry' experience and a flow of ensuing experiences, which include the following three intensive learning experiences, (2) **investigation**, (3) **self-expression**, (4) **communication**.

### (1) Possible EXPERIENCE BEHAVIOURS

An 'experience behaviour' is the pupil's whole handling of any of an infinite variety of possible experiences, brief or lengthy, simple or complex: an event, excursion, discussion, problem, experiment, protest, dream, interview, game, drama, poem, article, book, visitors, TV program, etc. Especially valuable is a learner's ability to be open to new experiences — which are usually an amalgam of event and language.

### (2) Possible INVESTIGATION BEHAVIOURS

These begin with questions (Step 3) and may include such multi-skill behaviours as:

- observing (looking, noting, measuring, calculating, charting, etc.)
- using other senses (listening, smelling, tasting, touching)
- reading, researching, exploratory talking, writing-to-discover
- questioning ('problematising'), experimenting, hypothesising, testing
- ordering (sequencing, grouping, comparing, classifying)
- reasoning (generalising, inferring, avoiding common fallacies)
- sharing (joint-planning, cooperating in research, assisting the weak)

### (3) Possible SELF-EXPRESSION BEHAVIOURS

Every person needs opportunities for frequent self-expression, that is, for activity which has for its main purpose the personal satisfaction of doing it. Self-expression flourishes when given considerable freedom. It can find outlet in any of these expressive forms:

|             |                   |                 |              |
|-------------|-------------------|-----------------|--------------|
| talking     | drawing, painting | drama           | constructing |
| writing     | music, singing    | choral speaking | cooking      |
| handwriting | dance, movement   | audio-visual    | playing      |
| calculating | critical reading  | crafts          | sports       |

### (4) Possible COMMUNICATION BEHAVIOURS

Every 'self-expression behaviour' is potentially also a 'communication behaviour'; the difference is that the latter adds concern-for-audience to self-expression's 'pleasure in doing it for my own sake'. There will of course be plenty of oral communication throughout the unit, but a degree of discipline will be needed to complete the communication 'productions' planned in Step 4.

<sup>2</sup> See footnote facing page.

## Step 6 ... Learning Activities

**Question:** What will the children be **DOING**? Can they be involved in planning and then be allowed a good deal of freedom to choose and work on projects within the framework of the unit?

As stated at the end of Step 3, following agreement on a set of guiding questions, the teacher will 'negotiate' tasks (or 'contracts') with individuals and groups as well as planning some whole-class activities.

An understanding of the 'Four Main Learning Behaviours' (opp.) will help the teacher to contribute with insight to this negotiation and planning.

On pages xi-xvi, seventy-five specific inquiries/activities are listed. They are ideas that have been sent in by P.E.T.A. members in primary and secondary schools, so they are at all levels of difficulty and they are necessarily a rather arbitrary collection. However, in reading through them, you and your class may get impressions that will help you to decide on inquiries that are exactly suited to your class's interests and abilities.

In devising your own activities, you might keep these issues in mind:

- Can the class be involved in planning the unit?
- Can tasks be 'negotiated' so that individuals have some choice and hence a sense of 'ownership'?
- Are the activities likely to realise my expectations (Step 4)?
- Are they consistent with what I know about how children best learn (e.g. will they prove interesting, provide scope for hands-on practicality, build on existing skills, increase learning confidence, and facilitate some learning from one another)?

<sup>2</sup>Two of these four behaviours may be viewed broadly, as 'impressions' (experiences/investigation) and the other two as 'expressions' (self-expression/communication). The need of schools to balance a child's impressions and expressions is compelling: 'The essence...of the life of any creative human being is the dual capacity to be receptive, to be open to impression, and at the same time to be capable, through talent, emotions, intelligence, work and discipline, of EX-pression: when these two activities are in balance, there is usually also a balance within the individual.' (Laura Huxley, *This Timeless Moment*).

## Step 7 ... Evaluation

**Question:** How can I evaluate so as to help each pupil to be a more effective learner — without my bogging down in record-keeping?

- Be guided by this thought: **Media competence** in a pupil is more than an understanding of the structural-technical features of the media; rather it is an ability to **respond critically** to the content-message of the media, both verbal and non-verbal. That is, an ability to select, talk and write critically in relation to the media — in short to act instead of being passive!
- Mainly, make additions to your anecdotal 'profile' of scribbled observations of each pupil, perhaps keep some work samples, ask the children to self-evaluate their performance, involve them in collective discussion of the effectiveness of the day-by-day learning, and finally 'evaluate' by telling each pupil where a few improvements can be made.
- Reflect on 'My own performance in handling this unit' — with an eye to doing even better next time. Invite the class to discuss ways in which the unit might have been improved. Look at the Step 6 list of 'Four Main Learning Behaviours' and take comfort from the fact that the greatest computer in the world couldn't assess and evaluate for a single pupil everything that happens in doing/thinking/learning. So don't feel guilty if you can't. The aim of 'Evaluation' is to add a few records to your classroom observations so that you can help each pupil in at least a few pressing ways.



## 75 Suggestions for Media Inquiries/Activities

### Newspapers

1. **Survey the Press.** List as many titles of newspapers and magazines as you can. Classify them according to type (e.g. metropolitan dailies, suburban newspapers, women's magazines, and so on).
2. **What Categories?** Go through a newspaper and decide what categories the content might be grouped under (e.g. Australian news, overseas news, sport, letters, advertisements...).
3. **Ask Mum and Dad.** Children survey the reading habits of parents. What newspapers come into the home? Why are these preferred? What sections are read first? Pooled information leads to a class report, graphs, etc.
4. **Favourites.** What are some of the favourite words of headline writers? Why are these words so popular?
5. **Make It Short!** Collect examples of initials or abbreviations found in headlines. Alongside each write the full word. Discuss: Why do headline-writers rely so heavily on abbreviations?
6. **Headline Words.** Take the very short words of headlines and match them with words used in normal conversation (e.g. **bar** and **prevented**; **blast** and **strongly criticize**; **curb** and **hold back**; **vow** and **promise**...).
7. **More Headlines.** What is meant by 'sensational'?... 'misleading'?... 'confusing'? Collect examples of each.
8. **Be A Sport!** Collect examples of the different ways in which headlines tell us that Team A beat Team B.
9. **A Special Language.** Play with newspaper language. Children cut up headlines and make sentences by rearranging words. Collect funny and unusual headlines and discuss their real meaning.
10. **Guess Intelligently.** Difficult words in a news-story are selected. Children have practice in guessing the meanings from the context.
11. **Unusual Photographs.** Collect some of these and write stories that might accompany them. In doing this, you might find the following questions useful:  

|                        |                                 |
|------------------------|---------------------------------|
| WHO is in the picture? | WHERE and WHEN is it happening? |
| WHAT is happening?     | HOW did it all come about?      |
12. **Identify a Feeling.** Find a newspaper picture that could be used to illustrate one of the following human emotions: joy, sadness, hate, fear, anger, love...
13. **'...said Mr Jones'.** Find a news-story in which someone has been interviewed. What has the person actually said? Interview a friend about his or her special interest or hobby and write your own news report.

14. **'Dear Sir...'** Study the Letters-to-the-Editor page. What topics have people written about? Do you agree or disagree with any of them? Write your own letter-to-the-editor.
15. **'That's Your View!'** Find examples of opinions being expressed in the newspaper. You might begin by looking at the editorials and the letters page.
16. **Slant and Bias.** What is meant by these two words? See if you can find examples of slant or bias in reporting. Look, also, for examples of balanced, fair reporting.
17. **Same Sections?** List the sections found in a newspaper, then investigate to see if different newspapers have the same sections.
18. **Science and Media.** Have a special science notice-board or chart that is added to over the year. Keep cuttings that tell of new discoveries and advances.
19. **In the Picture.** Select an interesting photograph in a newspaper or magazine. Pretend that you are the subject. Tell what you are thinking about...feeling...
20. **Understanding Tables.** Give practice in reading tables and diagrams. For instance, what was the warmest city listed?...the coldest?
21. **Talking Of Jokes...** Select a cartoon or comic strip. Ask the children to explain the joke, first by talking and then in writing.
22. **Sporting Pictures.** Prepare a chart of sporting photographs. Match it with another chart containing some of the favourite words and headlines of sporting writers.
23. **Act the Part!** A group of children take a human interest story and prepare a role-play to illustrate it. The remainder of the class observe and then write a news report.
24. **Bring in a Story.** Each pupil brings in a news-story cut from a newspaper. Selected pupils retell the incident, either to members of their group or to the class as a whole.
25. **The Real Goodies.** Use a suburban newspaper. Collect and display examples of people being good or bad citizens. Discuss the question, 'What makes a good citizen?'
26. **What's In A Word?** Each day a different child is nominated to cut out and bring to class an unusual newspaper word. He or she tells the class the word, its meaning and the context in which it is used. It is then added to a growing list that is kept on display.
27. **'Tomorrow Will Be...'** Each day for a week collect and discuss weather maps and forecasts. How accurate are they?
28. **It's A Small World!** Find as many major overseas news stories as you can in one week. Put a map of the world on the wall and thumbtack each story or headline over the country it refers to. What countries do the Australian newspapers seem most concerned with? Why? Find out what you can about these often-reported-about places.

**29. Compare Two Newspapers.** How many separate stories appear in each? How many are about events in Australia? How many about overseas happenings?

**30. Discuss:**

- Should newspapers give the names of children who break the law? (Do newspapers, in fact, give this information?)
- Should newspapers be allowed to criticise the government?
- Should newspapers give us more 'good' news?
- Should newspapers give more news about other countries?

**31. Invite a GUEST!** Invite a reporter from the local newspaper to come to the school and discuss his or her work. Ask, for example,

- When was the paper started?
- Where does it get its stories from?
- How often is it published?
- How can the owners afford to give papers away?

**32. Make Your Own!** Produce your own class newspaper, giving special consideration to the following tasks;

- gathering news
- sub-editing
- headline-writing
- deciding what will be printed
- deciding lay-out
- making editorial policy
- distributing
- seeking readers' evaluation

## Radio & Television

**33. Tune In!** Discuss the radio-listening habits of families. Who listens to what?...when? Construct a classroom graph to illustrate findings.

**34. 'Do You Remember?'** Children talk with parents and grandparents about the place that radio used to have in the home. Report back to class.

**35. A Special Report.** Children prepare a report on 'The Place of Radio in Our Family's Life' after appropriate interviews and surveys.

**36. 'Here is the News!'** Each child selects a human interest story from the newspaper and, after practising reading it, presents it to the group as a professional news-reader would.

**37. Be An Interviewer!** Listen to a radio interview. Discuss *courtesy*, *fairness* and *relevance*. Record some simple classroom interviews showing these qualities and their opposites.

**38. Special Language.** Use a cassette recorder to practise the 'non-visual' language that is typical of radio. Children make the same statement in a variety of ways (e.g. showing surprise, anger, frustration, confusion, joy....).

**39. Hey Kidal!** Children make up their own radio commercials after having listened intently to 'the real thing'. Try to draw a distinction between a 'hard sell' and a 'soft sell'.

**40. For Class Discussion:**

- What are the main differences between radio and television?
- What are the advantages and disadvantages of each of these media.

**41. Compare!** Class listens to a radio broadcast and then looks for newspaper reports of the same stories.

**42. Make Your Own!** As a classroom activity, prepare a mock radio broadcast. Record on cassette and play back.

**43. It's My Favourite!** Do a classroom survey to identify the favourite programs of pre-schoolers, primary pupils, teenagers and parents. What differences are there? Discuss the concept of *taste*, how it changes and the importance of respecting the tastes of others.

**44. Classify.** Here is a list of different types of TV programs. Take one night's program and have the class classify all the shows under these headings — or others if appropriate:

- |                        |                     |
|------------------------|---------------------|
| ● News and Documentary | ● Soap Opera        |
| ● Comedy               | ● Quiz or Game Show |
| ● Crime Drama          | ● Movie             |
| ● Children's Program   | ● Sport             |

**45. Elementary Characterisation.** List the names of as many TV fictional characters as you can. Alongside each write down one observation about the type of person he or she is.

**46. How True-To-Life?** Select a TV family (e.g. The Brady Bunch). Compare it with real families you know. Discuss how true-to-life the TV family is.

**47. TV Violence.** How much violence is there on TV? How true to life is it? Do you know any children who copy violent acts they see on TV? Do you think there should be rules about how much violence is screened on television?

**48. The Price Is Not Right!** Do a class parody of one of the popular TV quiz programs. Children are asked to watch the program carefully and are later helped to identify the formula according to which it has been written.

**49. Quiz Shows.** How do quiz shows advertise products — apart from the commercials that are screened during the show?

**50. TV Report.** Break into groups and prepare a report on a popular TV show. Use the questions:

- Who are the main characters?
- What do we know about their likes and dislikes?
- Where is the story set (e.g. in a home? on a ship?...)?
- What is each episode usually about (e.g. a struggle between good and bad people? solving a family problem?...)?
- Is it usually funny?...or scary?...or mysterious...?

**51. He's A Star!** Many people who appear regularly on TV have become the best known people in the community. See how many real-life TV stars, who have become household names, can be identified.

52. **Be A Researcher!** See if you can find the answers to these questions:
- Where do the television stations get the money to provide the shows we watch?
  - What's the difference between the A.B.C. and the commercial channels?
53. **What If...?** Discuss what life might be like without television. List both good and bad aspects. Have a class debate.
54. **Canned Laughter.** Most laughter in TV comedies is added to the sound track after the show has been taped. It is taken from what is called a **laugh track**. By pressing certain buttons a technician can create anything from a little chuckle to a loud belly-laugh. Listen to the laughter in some TV comedies and discuss its effectiveness.
55. **'That's All Folks!'** Discuss TV cartoons.
- Are they more violent than other programs?
  - In what ways are the stories similar?
  - What qualities do cartoon heroes have in common?
  - Why are cartoons so popular with children?
  - Do you know how cartoons are made?

## Advertising

56. **How much advertising?** Investigate the volume of advertising in our everyday life?
- How many minutes of advertising do you find in an hour of television?
  - What proportion of a newspaper is devoted to advertising?
  - How many individual ads do you see on the way home from school?
57. **The Real Message.** Find examples of advertisements that seem to be saying:
- 'Buy this and you will be happier.'
  - 'Buy this and you will be more popular.'
  - 'Buy this and you will be a good mother.'
  - 'Buy this and people will think you're important.'
  - 'Buy this because everyone else is doing so.'
  - 'Buy this because a famous person recommends it.'
- What else do some advertisements promise?
58. **Compare.** Collect advertisements and classify them according to product. What do ads for, say, washing powder, have in common?...soft drinks?...cars?...
59. **Only the Best!** Advertisers speak a special language of exaggeration and vagueness. Collect popular advertising words and phrases (e.g. best, whitest, freshest, brightest, ultimate, free, special....).
60. **Use a Stopwatch!** How many minutes of advertisements are broadcast in an hour of television? Why is there so much advertising on TV?
61. **More Than The News.** Select a newspaper and calculate the proportion of space given to advertisements. Use a ruler and be as accurate as you can. Do you know why there are so many advertisements in newspapers?

62. **Check Them Out!** Make a list of claims made by advertisers and discuss how these could be checked.
63. **'Things Go Better With ...!'** Collect various slogans and jingles and discuss their effectiveness and their accuracy.
64. **Just for a Laugh!** We all like a joke. If the joke is tied up with a product, there's every chance we will come to like the product too. Collect examples of TV advertisements that are presented in an amusing way.
65. **'Good on You Mum!** Discuss the life of Mrs Happy Housewife as portrayed on television advertising. What makes her feel sad? What makes her happy? What are her greatest helpers? Why ought she be congratulated?
66. **'Only Our Product Contains ...!'** Collect examples of the extra ingredients that are claimed to make a product different from its competitors.
67. **Brand A or Brand B?** Compare two advertisements for the same type of product.
- Which gives the most information?
  - Which looks the best?
  - What are they both really saying to the reader or viewer?
68. **The Way to Fitness.** What advertisers are associated with sporting events? Why would advertisers seek this special association?
69. **In a Word!** Collect brand names of household products that are, in fact, miniature ads (e.g. Sunlight, Greenseas, Fresh, Fab, Blockout...) Discuss the effectiveness of these names. Do the same for different types of lollies and ice-blocks.
70. **Study the Classifieds.** Look at Houses-For-Sale. Which is the most expensive?...the least? Discuss: 'What makes some homes more expensive than others?' Children write classified ads for houses they know well.
71. **On Target.** Monitor TV advertising. Which products are advertised during children's viewing time? Talk about the concepts of **target audiences**.
72. **He's Famous!** What famous people do you often see in advertisements. Why do advertisers pay these people to appear?
73. **Have a Party!** Make a chart containing cut-out advertisements for drinks and food. One group of children, after deciding how much money they will spend, plan a class party. They work out costs and consider options.
74. **Free Advertising.** Identify the different ways in which people give free advertising for others. (Discuss, for instance, car stickers, T-shirts...)
75. **Tuckshop's Hidden Curriculum.** Do a class analysis of what is advertised at the school tuckshop. What ads, if any, are displayed there? Are any implying that, when the chips are down, it's sugar, salt and product-image that add life to whatever you're doing?